

VERY Fast Reading For Entertainment-Basic

Level

Method 1-VERY Fast Reading Speed Reading

Inspectional Reading I: Systematic Skimming or Pre-reading.

1 LOOK AT THE TITLE PAGE AND, IF THE BOOK HAS ONE, AT ITS PREFACE. Read each quickly. Note especially the subtitles or other indications of the scope or aim of the book or of the author's special angle on his subject. Before completing this step you should have a good idea of the subject, and, if you wish, you may pause for a moment to place the book in the appropriate category in your mind. What pigeonhole that already contains other books does this one belong in?

2. STUDY THE TABLE OF CONTENTS to obtain a general sense of the book's structure; use it as you would a road map before taking a trip. It is astonishing how many people never even glance at a book's table of contents unless they wish to look something up in it. In fact, many authors spend a considerable amount of time in creating the table of contents, and it is sad to think their efforts are often wasted. It used to be a common practice, especially in expository works, but sometimes even in novels and poems, to write very full tables of contents, with the chapters or parts broken down into many subtitles indicative of the topics covered. Milton, for example, wrote more or less lengthy headings, or "Arguments," as he called them, for each book of *Paradise Lost*. Gibbon published his *Decline and Fall of the Roman Empire* with an extensive analytical table of contents for each chapter. Such summaries are no longer common, although occasionally you do still come across an analytical table of contents. One reason for the decline of the practice may be that people are not so likely to read tables of contents as they once were. Also, publishers have come to feel that a less revealing table of contents is more seductive than a completely frank and open one. Readers, they feel, will be attracted to a book with more or less mysterious chapter titles—they will want to read the book to find out what the chapters are about. Even so, a table of contents can be valuable, and you should read it carefully before going on to the rest of the book. At this point, you might turn back to the table of contents of this book, if you have not already read it. We tried to make it as full and informative as we could. Examining it should give you a good idea of what we are trying to do.

3. CHECK THE INDEX if the book has one—most expository works do. Make a quick estimate of the range of topics covered and of the kinds of books and authors referred to. When you see terms listed that seem crucial, look up at least some of the passages cited. (We will have much more to say about crucial terms in Part Two. Here you must make your judgment of their importance on the basis of your general sense of the book, as obtained from steps 1 and 2.) The passages you read may contain the crux—the point on which the book hinges—or the new departure which is the key to the author's approach and attitude. As in the case of the table of contents, you might at this point check the index of this book. You will recognise as crucial some terms that have already been discussed. Can you identify, for example, by the number of references under them, any others that also seem important?

4. If the book is a new one with a dust jacket, READ THE PUBLISHER'S BLURB. Some people have the impression that the blurb is never anything but sheer puffery. But this is quite often not true, especially in the case of expository works. The blurbs of many of these books are written by the authors themselves, admittedly with the help of the publisher's public relations department. It is not uncommon for authors to try to summarise as accurately as they can the main points in their book. These efforts should not go unnoticed. Of course, if the blurb is nothing but a puff for the book, you will ordinarily be able to discover this at a glance. But that in itself can tell you something about the work. Perhaps the book does not say anything of importance—and that is why the blurb does not say anything, either. Upon completing these first four steps you may already have enough information about the book to know that you want to read it more carefully, or that you do not want or need to read it at all. In either case, you may put it aside for the moment. If you do not do so, you are now ready to skim the book, properly speaking.

5. One reason why titles and prefaces are ignored by many readers is that they do not think it important to classify the book they are reading. They do not follow this first rule of analytical reading. If they tried to follow it, they would be grateful to the author for helping them. Obviously, the author thinks it is important for the reader to know the kind of book he is being given. That is why he goes to the trouble of making it plain in the preface, and usually tries to make his title—or at least his subtitle—descriptive. Thus, Einstein and Infeld, in their preface to *The Evolution of Physics*, tell the reader that they expect him to know “that a scientific book, even though popular, must not be read in the same way as a novel.” They also construct an analytical table of contents to advise the reader in advance of the details of their treatment. In any event, the chapter headings listed in the front serve the purpose of amplifying the significance of the main title.

6. From your general and still rather vague knowledge of the book’s contents, LOOK NOW AT THE CHAPTERS THAT SEEM TO BE PIVOTAL TO ITS ARGUMENT. If these chapters have summary statements in their opening or closing pages, as they often do, read these statements carefully.

7. Finally, TURN THE PAGES, DIPPING IN HERE AND THERE, READING A PARAGRAPH OR TWO, SOMETIMES SEVERAL PAGES IN SEQUENCE, NEVER MORE THAN THAT. Thumb through the book in this way, always looking for signs of the main contention, listening for the basic pulse beat of the matter. Above all, do not fail to read the last two or three pages, or, if these are an epilogue, the last few pages of the main part of the book. Few authors are able to resist the temptation to sum up what they think is new and important about their work in these pages. You do not want to miss this, even though, as sometimes happens, the author himself may be wrong in his judgment.

Inspectional Reading II: Superficial Reading

1. Skimming through Audiobook between 190 words per minute to 375 words per minute or between 1.25-2.5 times speed.
2. Normally listen audiobook from beginning to end between 190 words per minute to 285 words per minute or between 1.25-1.9 times speed.
3. Analysing audiobook listen between 75 words per minute to 285 words per minute or listen between 0.5-1.9 times speed.
4. Read or Listen The Full Book Without Stopping.
5. Read or listen 25min and 5min break.
 - Read or Listen 20 pages an Hour according Mortimer Adler.
6. Read or Listen between 1-50 times the book.
7. Speed of Audiobook.
 - Normally listen audiobook from beginning to end between 150 words per minute to 300 words per minute or between 1-2 times speed.
8. A good speed reading course should therefore teach you to read at many different speeds, not just one speed that is faster than anything you can manage now. It should enable you to vary your rate of reading in accordance with the nature and complexity of the material.
9. Many books are hardly worth even skimming; some should be read quickly; and a few should be read at a rate, usually quite slow, that allows for complete comprehension. It is wasteful to read a book slowly that deserves only a fast reading; speed reading skills can help you solve that problem.
10. With regard to rates of reading, then, the ideal is not merely to be able to read faster, but to be able to read at different speeds—and to know when the different speeds are appropriate. Inspectional reading is accomplished quickly, but that is not only because you read faster, although in fact you do; it is also because you read less of a book when you give it an inspectional reading, and because you read it in a different way, with different goals in mind. Analytical reading is ordinarily much slower than inspectional reading, but even when you are giving a book an analytical reading, you should not read all of it at the same rate of speed. Every book, no matter how difficult, contains interstitial material that can be and should be read quickly; and every good book also contains matter that is difficult and should be read very slowly.

Inspectional Reading III: Superficial Reading

1. Read or Listen The Full Book Without Stopping.
2. That rule is simply this: In tackling a difficult book for the first time, read it through without ever stopping to look up or ponder the things you do not understand right away.
3. Pay attention to what you can understand and do not be stopped by what you cannot immediately grasp. Go right on reading past the point where you have difficulties in understanding, and you will soon come to things you do understand. Concentrate on these.

Basic Questions a Reader Asks

1 Understand the language of the book. This means skimming the index. Not only will this give you an idea for the range of topics covered but it will also tell you the other people the book connects to and the jargon used in the book.

2. Identify the pivotal points. At this point, you have an overview of the jargon and the journey the author is taking you on. It should be relatively easy to identify the pivotal chapter to the argument. Dive into these reading bits and pieces. How are they structured? How connected is it to the rest of the book? Is this a place you want to end up? Turn the pages and dive in here and there with a few paragraphs or even pages.

3. WHAT IS THE BOOK ABOUT AS A WHOLE? You must try to discover the leading theme of the book, and how the author develops this theme in an orderly way by subdividing it into its essential subordinate themes or topics.

4. WHAT IS BEING SAID IN DETAIL, AND HOW? You must try to discover the main ideas, assertions, and arguments that constitute the author's particular message.

5. IS THE BOOK TRUE, IN WHOLE OR PART? You cannot answer this question until you have answered the first two. You have to know what is being said before you can decide whether it is true or not. When you understand a book, however, you are obligated, if you are reading seriously, to make up your own mind. Knowing the author's mind is not enough.

6. **WHAT OF IT?** If the book has given you information, you must ask about its significance. Why does the author think it is important to know these things? Is it important to you to know them? And if the book has not only informed you, but also enlightened you, it is necessary to seek further enlightenment by asking what else follows, what is further implied or suggested.

7. What is the structure, or blueprint, of the book “whereby the author develops his conception or understanding of that general subject matter?”

8. Always Have doubt about everything, and always. Do not be afraid to ask questions About Everything. Ask Questions:

- Who?
- What?
- When?
- Where?
- Why?
- How?

8. **Listen to an interview.** While this has nothing to do with the actual book, interviews can be a great way to get the gist of a book in 30m or so. Authors do so much promotion now that it's relatively easy to find interviews. And of course, they use the best examples from the book in these interviews.

*FAST READING Methods for Basic
Knowledge*

Method 1-Survey, Question, Read, Recite, Record,

Reflect (SQR4)

SQR4

- I. Condemnation before investigation. Set Aside Whatever you been taught and believe about topic and look with fresh eyes and try to hear what text is saying.
- II. Survey - Review the chapter before read or listen. The first step, survey or **skim**, advises that one should resist the temptation to read the book and instead first go through a chapter and note the headings, sub-headings and other outstanding features, such as figures, tables, marginal information, and summary paragraphs. This survey step typically only takes 3–5 minutes, but it provides an outline or framework for what will be presented. The reader should identify ideas and formulate questions about the content of the chapter.
- III. Questions-**Generate questions** about the content of the reading. For example, convert headings and sub-headings into questions, and then look for answers in the content of the text. Other more general questions may also be formulated:
 - What is this chapter about?
 - What question is this chapter trying to answer?
 - How does this information help me?
- IV. Always Have doubt about everything, and always. Do not be afraid to ask questions About Everything. Ask Questions:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- V. Read or Listen-Use the background work done with "S" and "Q" in order to begin reading actively. This means reading in order to answer the questions

raised under "Q". Passive reading, in contrast, results in merely reading without engaging with the study material.

VI. Recite-The second "R" refers to the part known as "Retrieve." The reader should try to retrieve from memory what was learned in the same manner as telling someone else about the information. It is important that the reader use his/her own words in order to formulate and conceptualise the material. Try recalling and identifying major points (heading/subheadings) and answers to questions from the "Q" step. This recital step may be done either in an oral or written format and is related to the benefits of retrieval ([testing effect](#)) in boosting long-term memory for the material.

VII. Record.

VIII. Reflect-The final "R" is "Review." Once you reach the end of the passage, review the material by repeating back to yourself what the point of the passage is using your own words. You may then repeat the process on the second set of questions.

Method 2 - Use 80/20 Principle For Reading

- I. Never read a book from cover to cover, except for pleasure. When you are working, find out what the book is saying much faster than you would by reading it through.
- II. Read Conclusion
- III. Read Introduction
- IV. Then Dip Lightly Into Any Interesting Bits.
- V. Apply 80/20 Principle to find out, What are 20% of Pages, which provides 80% of Information.
 - **Once you Find Out, what is 20% input that gives 80% Output. Then You need to Put 100% effort into those 20% inputs, to achieve the best results. Additionally Remove Trivial Many.**
- VI. Once You Identified 20%, then you need to put 100% effort into those 20%.
The You need to do the following:
 - Read.
 - Ask Questions.
 - Review.
 - Read.
 - Ask Questions Again.
 - Review.
- VII. **Summary:** The student summarises the topic, bringing his or her own understanding of the process. This may include written notes, spider diagrams, flow diagrams, labeled diagrams, [mnemonics](#), or even voice recordings.
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- VIII. **Test:** The student answers the questions drafted earlier, avoiding adding any questions that might distract or change the subject.

Method 3-Preview, Question, Read,

Summary, Test(PQRST)

PQRSTF

- I. **Preview:** The student looks at the topic to be learned by glancing over the major headings or the points in the syllabus.
- II. **Question:** The student formulates questions to be answered following a thorough examination of the topic(s).
- III. **Read or Listen:** The student reads through the related material, focusing on the information that best relates to the questions formulated earlier.
- IV. **Summary:** The student summarises the topic, bringing his or her own understanding of the process. This may include written notes, spider diagrams, flow diagrams, labeled diagrams, [mnemonics](#), or even voice recordings.
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- V. **Test:** The student answers the questions drafted earlier, avoiding adding any questions that might distract or change the subject.
- VI. **Always Have doubt about everything, and always. Do not be afraid to ask questions About Everything. Ask Questions:**
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?

Method 4-Flip Through Pages and Analyse

Flipping through the pages and analyse

- I. Flip through pages or listen through few pages.
 - Find out what is on page.
 - Check Pictures, tables, how long is chapter.
- II. Go to the end of chapter and see if there is any quiz or questions.
 - Check quiz or questions is to know what look for.
 - What the author think is important.
 - Use 80/20 rules.
- III. Read or Listen Bold printed text.
 - Title.
 - Subtitle.
 - Headings.
 - Broke down information.
- IV. Read or Listen first and last sentence of each paragraph.
 - First sentence is introduction and gives indication of what the paragraph looks like.
 - Last sentence summoned up the paragraph.
- V. 80/20 Rules apply.
 - Review and decide the most important information 20% of material to give 80% of result or most important information.
- VI. Repetition as many times as possible.
- VII. Always Have doubt about everything, and always. Do not be afraid to ask questions About Everything. Ask Questions:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?

Method 5-Devotional Bible Study by Using

Devotional Books

Step 1-Open Part 4-6 For Deep Work, Deep Study Bible. Then Open Bible. Choose A devotional Book.

1. Morning and Evening by Charles Spurgeon.
2. The MacArthur Daily Bible by John MacArthur.
3. The NKJV Daily Bible_ Read the Entire Bible in One Year.
4. Amplified Cross-Reference Bible.
5. New Spirit-Filled Life Bible_ Kingdom Equipping Through the Power of the Word.
6. The MacArthur Study Bible, English Standard Version.
7. Through the Bible Through the Year_ Daily Reflections From Genesis to Revelation.
8. Learn the Bible in 24 hrs. (complete).
9. How to Read the Bible through the Jesus Lens_ A Guide to Christ-Focused Reading of Scripture.

Step 2-Record Passage Information.

1. Record the name of the book in which passage you are studying is found.
2. Record chapter and verse number you have selected to study.

Step 3 Identify The Subject

1. Read the portion of Scripture which you have selected to study.
2. Select a title that summarises the subject and record it on your chart.

Step 4-identify the Key verse

1. Which verse provides the best summary of the scripture portion you are studying?
2. Write the verse and reference on your chart.

Step 5-Summarise

1. In your own words, summarise what the portion of Scriptures Teaches.
2. Outline the main points covered.
3. Use Chart to summarise the passage.
4. Make a brief summary statement.
5. Paraphrase the passage. Paraphrasing is when you take a verse and summarise it In your own word. Follow the text, but put it in the language today.
6. Ask Questions
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?

Step 6-Pray For Insight on How to Apply the Passage

1. Ask God to help you apply the Scripture you are studying and show you specifically what he wants you to do. You already know that God wants you to do two things: obey his Word and share it with others. In your prayer tell God that you are ready to obey what he will show you and that you are willing to share that application with others.

Method 6-Devotional Bible Read

Step 1-Open Part 4-6 For Deep Work, Deep Study Bible. Then Open Bible. Choose A devotional Book.

1. Amplified Cross-Reference Bible.
2. New Spirit-Filled Life Bible_ Kingdom Equipping Through the Power of the Word.
3. The MacArthur Study Bible, English Standard Version.

Step 2-Record Passage Information

1. Record the name of the book in which passage you are studying is found.
2. Record chapter and verse number you have selected to study.

Step 3 Identify The Subject

1. Read the portion of Scripture which you have selected to study.
2. Select a title that summarises the subject and record it on your chart.

Step 4-identify the Key verse

1. Which verse provides the best summary of the scripture portion you are studying?
2. Write the verse and reference on your chart.

Step 5-Summarise

1. In your own words, summarise what the portion of Scriptures Teaches.
2. Outline the main points covered.
3. Use Chart to summarise the passage.
4. Make a brief summary statement.
5. Paraphrase the passage. Paraphrasing is when you take a verse and summarise it In your own word. Follow the text, but put it in the language today.

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Step 7-Write out an Application

1. Application is when you personally apply to your life and ministry the truths you have learned.
2. Example to Follow.
3. Error to Avoid.
4. Duty to Perform.
5. Promise to claim.
6. Relationship to develop.
7. Changes to make.
8. Prayer to pray.

Step 8-Meditate on Verse you have chosen to study

1. Meditate means think and dwell and ponder.
2. Select a bible portion to study, identify its subject and key verse and summarise its teaching, then meditate on passage.
3. Recall passage which is the most important in the portion of the text.

Slow Reading

Method 1- How to Read a Book: The Ultimate Guide by Mortimer Adler

As part of our [series on reading](#), this guide dives into how to read a book using the classical framework provided by Mortimer Adler.

By the time you finish reading, you'll have a framework for reading at different levels that you can apply right away.

Let's hit the books and explore the following:

- [How We Learn to Read](#)
- [How You Read Matches Why You're Reading](#)
- The Four Levels of Reading
 1. [Elementary Reading](#)
 2. [Inspectional Reading](#)
 3. [Analytical Reading](#)
 4. [Syntopical Reading](#)
- [Becoming a Demanding Reader](#)

How We Learn To Read

I bet you already know how to read a book. You were taught in elementary school.

But do you know how to read *well*?

There is a difference between reading for understanding and reading for information.

If you're like most people, you probably haven't given much thought to *how* you read. And how you read makes a massive difference to knowledge accumulation.

A lot of people confuse [knowing the name of something](#) with understanding. While great for exercising your memory, the regurgitation of facts without solid understanding and context gains you little in the real world.

A useful heuristic: Anything easily digested is reading for information.

Consider the newspaper, are you truly learning anything new? Do you consider the writer your superior when it comes to knowledge in the subject? Odds are probably not. That means you're reading for information. It means you're likely to parrot an opinion that isn't yours as if you had done the work.

This is how most people read. But most people aren't really learning anything new. It's not going to give you an edge, make you better at your job, or allow you to avoid problems.

"Marking a book is literally an experience of your differences or agreements with the author. It is the highest respect you can pay him."

— Edgar Allen Poe

Learning something insightful requires mental work. It's uncomfortable. If it doesn't hurt, you're not learning. You need to find writers who are more knowledgeable on a particular subject than yourself. By narrowing the gap between the author and yourself, you get smarter.

The Four Levels of Reading

Mortimer Adler literally wrote the book on reading. Adler identifies four levels of reading:

1. Elementary Reading
2. Inspectional Reading
3. Analytical Reading
4. Syntopical Reading

How You Read Matches Why You're Reading

The goal of reading determines how you read. Reading the latest Danielle Steel novel is not the same as reading Plato. If you're reading for entertainment or information, you're going to read a lot differently (and likely different material) than reading to increase understanding. While many people are proficient in reading for information and entertainment, few improve their ability to read for knowledge.

Before we can improve our reading skills, we need to understand the differences in the reading levels. They are thought of as levels because you can't move to a higher level without a firm understanding of the previous one — they are cumulative.

Active Reading

There is no such thing as passive reading. All reading, to some degree, is active reading. The only difference is that some reading is more active than others. And when it comes to reading to learn something or reading for information something the more active your reading habits the better.

Reading is a complex activity, just as writing is. It consists of a large number of separate acts, all of which must be performed in a good reading. The person who can perform more of them is better able to read.

Success in reading is determined to the extent that you receive what the writer intended to communicate. That doesn't mean you agree with them, only that you understood them.

Reading For Understanding or Information

Assuming we're not reading for entertainment, there are two things we generally want to get from reading. We can read to acquire information and facts or we can read to learn something new and improve our understanding.

Reading for entertainment is self-explanatory.

Reading for information is the one in which we read media or anything else that's easily digestible. These things give us more information but don't improve our understanding.

There is no shock, no moment of ... that doesn't make sense.

Alternatively, we can try to read something by someone who knows more about the subject than we do. After reading works by authors who know more about a subject than we do, our understanding is changed ... it may be the case that we better understand something or perhaps we understand that our understanding was incomplete. Either way, our understanding has changed.

The easiest way to improve our understanding is from people who understand more about the subject than we do.

So half the battle of reading for understanding is to identify and select works from someone (or a group of people) who know more about a subject than we do. The internet and Amazon have made this much easier with ratings and book reviews.

And if you can read for understanding, you need not worry about reading for information or entertainment as, being less demanding, they will take care of themselves.

Instruction or Discovery

To be informed is to know simply that something is the case. To be enlightened is to know, in addition, what it is all about: why it is the case, what its connections are with other facts, in what respects it is the same, in what respects it is different, and so forth.

This is the difference between being knowing the name of something and knowing something.

... if you remember what an author says, you have learned something from reading him. If what he says is true, you have even learned something about the world. But whether it is a fact about the book or a fact about the world that you have learned, you have gained nothing but information if you have exercised only your memory. You have not been enlightened. Enlightenment is achieved only when, in addition to knowing what an author says, you know what he means and why he says it.

You can't be enlightened unless you are informed, however you can be informed but not enlightened.

Montaigne speaks of "an abecedarian ignorance that precedes knowledge, and a doctoral ignorance that comes after it."

The first is the ignorance of those who, not knowing their ABC's, cannot read at all. The second is the ignorance of those who have misread many books.

The Greeks had a name for people who have read too widely and not well, *sophomores*. Being widely read and well-read are not the same thing. Adler argues that to avoid this error we must distinguish between how we learn into instruction and discovery.

The art of reading, in short, includes all of the same skills that are involved in the art of unaided discovery: keenness of observation, readily available memory, range of imagination, and, of course, an intellect trained in analysis and reflection.

1. Elementary Reading

This is the level of reading taught in our elementary schools. If you're reading this website, you already know how to do this.

2. Inspectional Reading

We've been taught that skimming and superficial reading are bad for understanding. That is not necessarily the case. Using these tools effectively can increase understanding. Inspectional reading allows us to look at the author's blueprint and evaluate the merits of a deeper reading experience.

There are two sub-types of inspectional reading:

- Systematic skimming — This is meant to be a quick check of the book by (1) reading the preface; (2) studying the table of contents; (3) checking the index; and (4) reading the inside jacket. This should give you sufficient knowledge to understand the chapters in the book, pivotal to the author's argument. Dip in here and there, but never with more than a paragraph or two. Skimming helps you reach to a decision point: Does this book deserve more of my time and attention? If not, you put it down.
- Superficial reading — This is when you just read. Don't ponder the argument, don't look things up, don't write in the margins. If you don't understand something, move on. What you gain from this quick read will help you later when you go back and put more effort into reading. You now come to another decision point. Now that you have a better understanding of the book's contents and its structure, do you want to understand it? The second part of inspectional reading is superficial reading. This is used when you're taking a book that's notably above your level. Most of us stop when we're confused and ponder what's being said but a superficial reading means that you quickly read start to finish without stopping to ponder the things you don't understand. The reason this works is that by reading the book start to finish, you'll have a great overview of what's going on. You might only understand 25% of what's going on but that's better than nothing. Should you decide to go back and re-read the book, a lot of the things that gave you pause the first time would have been resolved. If you stop and go over everything you don't understand on your first reading, you get lost. Sure you finish the book but you've lost sight of where you've been and where you've come. Superficial reading is the first step towards analytical reading – that is, understanding and interpreting a book's contents. Inspectional

reading should be able to answer the questions, what kind of book is it? what is it about? and what is the structure, or blueprint, of the book “whereby the author develops his conception or understanding of that general subject matter?”

Inspectional reading gives you the gist of things.

Sometimes that’s all we want or need. But sometimes we want more. Sometimes we want to understand.

3. Analytical Reading

Francis Bacon once remarked, “some books are to be tasted, others to be swallowed, and some few to be chewed and digested.”

You can think of analytical reading as doing that chewing and digesting. This is doing the work.

Analytical reading is a thorough reading.

If inspectional reading is the best you can do quickly, this is the best reading you can do given time.

At this point, you start to engage your mind and dig into the work required to understand what’s being said. I highly recommend you use marginalia to converse with the author.

There are four rules to Analytical Reading

- Classify the book according to kind and subject matter.
- State what the whole book is about with the utmost brevity.
- Enumerate its major parts in their order and relation, and outline these parts as you have outlined the whole.
- Define the problem or problems the author is trying to solve.

You’ll probably notice that while those sound pretty easy, they involve a lot of work. Luckily the inspectional reading you’ve already done has primed you for this.

After an inspectional read, you will understand the book and the author’s views.

But that doesn’t mean you’ll understand the broader subject. To do that, you need to use comparative reading to synthesize knowledge from several books on the same subject.

4. Syntopical Reading

This is also known as comparative reading, and it represents the most demanding and difficult reading of all. Syntopical Reading involves reading many books on the same subject and comparing and contrasting ideas, vocabulary, and arguments.

This task is undertaken by identifying relevant passages, translating the terminology, framing and ordering the questions that need answering, defining the issues, and having a conversation with the responses.

The goal is not to achieve an overall understanding of any *particular* book, but rather to understand the subject and develop a deep fluency.

This is all about identifying and filling in your knowledge gaps.

There are five steps to syntopical reading:

- **Select a Topic:** Choose a broad topic or question that you want to explore in depth. This could be a subject area you're interested in or a specific question you want to answer.
- **Identify Relevant Books:** Compile a list of books that address your chosen topic. Look for titles that offer different perspectives, theories, or approaches to the subject matter.
- **Skim Through the Books:** Start by skimming through each book to get an overview of its contents. Pay attention to chapter headings, subheadings, summaries, and key concepts.
- **Create a Reading Plan:** Develop a structured plan for reading the selected books. Decide on the order in which you'll read them and allocate time for each book based on its length and complexity.
- **Finding the Relevant Passages** — You need to find the right books and then the passages that are most relevant to filling your needs. So the first step is an inspectional reading of all the works that you have identified as relevant.
- **Annotate and Take Notes:** As you read each book, annotate the text and take notes on key ideas, arguments, examples, and quotations. Use marginalia, highlighters, sticky notes, or digital annotation tools to mark important passages.
- **Identify Common Themes and Ideas:** Look for common themes, ideas, and patterns that emerge across the books. Pay attention to recurring concepts, arguments, and evidence presented by different authors.

- **Bringing the Author to Terms** — In analytical reading, you must identify the keywords and how they are used by the author. This is fairly straightforward. The process becomes more complicated now as each author has probably used different terms and concepts to frame their argument. Now the onus is on you to establish the terms. Rather than using the author's language, you must use your own. In short, this is an exercise in translation and synthesis.
- **Getting the Questions Clear** — Rather than focus on the problems the author is trying to solve, you need to focus on the questions that you want answered. Just as we must establish our own terminology, so too must we establish our own propositions by shedding light on our problems to which the authors provide answers. It's important to frame the questions in such a way that all or most of the authors can be interpreted as providing answers. Sometimes we might not get an answer to our questions because they might not have been seen as questions by the authors.
- **Defining the Issues** — If you've asked a clear question to which there are multiple answers then an issue has been defined. Opposing answers, now translated into your terms, must be ordered in relation to one another. Understanding multiple perspectives within an issue helps you form an intelligent opinion.
- **Analyzing the Discussion** — It's presumptuous to expect we'll find a single unchallenged truth to any of our questions. Our answer is the conflict of opposing answers. The value is the discussion you have with these authors. You can now have an informed opinion.
- **Organize Your Notes:** Organize your notes and annotations by theme, topic, or argument. Create an outline or mind map to visualize the connections between different ideas and sources.
- **Synthesize the Information:** Synthesize the information from the various sources to develop a comprehensive understanding of the topic. Identify areas of agreement, disagreement, and nuance among the authors.
- **Evaluate the Strengths and Weaknesses:** Critically evaluate the strengths and weaknesses of each author's arguments and evidence. Consider the credibility of the sources, the logic of the arguments, and the relevance of the evidence presented.

- **Formulate Your Own Perspective:** Use the insights gained from syntopical reading to formulate your own perspective on the topic. Develop your own arguments, theories, or hypotheses informed by the synthesis of multiple sources.
- **Write a Synthesis Paper or Essay:** Write a synthesis paper or essay that summarizes the key findings of your syntopical reading. Provide an overview of the topic, discuss the main themes and ideas, and present your analysis and conclusions.
- **Engage in Discussion and Debate:** Engage in discussions or debates with others who have also explored the topic through syntopical reading. Share your insights, exchange perspectives, and challenge each other's ideas in a constructive manner.
- **Reflect on Your Learning:** Reflect on your syntopical reading experience and consider how it has expanded your knowledge, deepened your understanding, and shaped your thinking on the topic. Identify areas for further exploration or research.
- **Repeat and Refine:** Continuously refine your syntopical reading skills by applying the method to new topics or questions of interest. Experiment with different approaches, techniques, and sources to enhance your ability to synthesize information effectively.

Becoming a Demanding Reader

Reading is all about asking the right questions in the right order and seeking answers.

There are four main questions you need to ask of every book:

- What is this book about? What is the book about as a whole? You must try to discover the leading theme of the book, and how the author develops this theme in an orderly way by subdividing it into its essential subordinate themes or topics.
- What is being said in detail, and how? What is being said in detail and how? You must try to discover the main ideas, assertions, and arguments that constitute the author's particular message.
- Is this book true in whole or in part? Is the book true, in whole or part? You cannot answer this question until you have answered the first two. You have to know what is being said before you can decide whether it is true or not. When you understand a book, however, you are obligated, if you are reading seriously, to make up your own mind. Knowing the author's mind is not enough.
- What of it? What of it? If the book has given you information, you must ask about its significance. Why does the author think it is important to know these things? Is it important to you to know them? And if the book has not only informed you, but also enlightened you, it is necessary to seek further enlightenment by asking.
- When you are giving a book an inspectional reading, you won't have much time to make notes. Yet you, as a demanding reader, are still asking questions about the book. Primarily 1) what kind of book is it? 2) what is it about as a whole? and 3) what is the blueprint the author lays down to develop our understanding of the subject matter? These answers should be recorded when they are fresh in your mind. At this point your notes primarily concern the structure of the book and not its contents or the strength of its argument. You know the general idea and the blueprint. The best way to start reading better is to form the habit of reading well. Setting aside time to read help makes you smarter.

Method 2 - Systematic Approach To Reading For Comprehension And Understanding.

1. **Set Reading Goals:** Define your purpose for reading the book. Determine whether you're reading for leisure, to acquire knowledge on a specific topic, or to gain insights for personal or professional development.
2. **Preview the Book:** Before diving into the text, take a few minutes to preview the book. Read the title, subtitle, table of contents, introduction, and any other introductory material to get an overview of the book's structure and main ideas.
3. **Understand the Author's Purpose:** Consider the author's purpose for writing the book. Identify whether the author seeks to inform, persuade, entertain, or provoke thought, and keep this in mind as you read.
4. **Survey the Chapter:** Before reading each chapter, survey its structure and content. Skim the headings, subheadings, and summary sections to get a sense of the chapter's organization and main points.
5. **Read Actively:** Engage actively with the text as you read. Highlight key passages, take notes in the margins, and mark sections that are unclear or require further reflection. Use active reading strategies such as questioning, summarizing, and making connections.
6. **Annotate the Text:** Annotate the text with marginalia, underlining, or sticky notes to mark important passages, ideas, and questions. Write comments, reflections, and insights to deepen your understanding and aid in comprehension.
7. **Summarize Each Section:** After reading each section or chapter, pause to summarize the main points in your own words. This helps reinforce your understanding and retention of the material.
8. **Make Connections:** Connect the ideas presented in the book to your own knowledge, experiences, and interests. Look for parallels, contrasts, and implications that resonate with your own thoughts and beliefs.
9. **Question the Text:** Ask questions to clarify your understanding and provoke critical thinking. Challenge assumptions, seek evidence to support claims, and consider alternative perspectives presented in the text.

- 10. Consider Context:** Consider the historical, cultural, and social context in which the book was written. Reflect on how the context may influence the author's perspective, arguments, and themes.
- 11. Evaluate the Author's Argument:** Evaluate the author's argument or thesis critically. Assess the validity of the evidence presented, the logic of the reasoning, and the persuasiveness of the conclusions drawn.
- 12. Engage in Dialogue:** Engage in a dialogue with the author as you read. Respond to the author's ideas, challenge assumptions, and formulate your own opinions and insights in response to the text.
- 13. Reflect on the Reading Experience:** Reflect on your reading experience and the insights gained from the book. Consider how the book has expanded your knowledge, challenged your assumptions, or influenced your thinking.
- 14. Apply What You've Learned:** Apply the knowledge and insights gained from the book to real-life situations, problems, or challenges. Consider how you can integrate the ideas presented into your personal or professional life.
- 15. Share and Discuss:** Share your thoughts, reflections, and key takeaways from the book with others. Engage in discussions, book clubs, or online forums to exchange ideas, gain new perspectives, and deepen your understanding.

*Step 19-Ask Question. While Re-listen
Lectures, Read Books or Lecture Notes
1-1000 Times.*

1. **Ask Question. While Re-listen Lectures, Read Books or Lecture Notes 1-100 Times.**
 - A. Who?
 - B. What?
 - C. Where?
 - D. When?
 - E. Why?
 - F. How?
 - G. So What?
 - H. Ask What I do Understand and Find Out What I did not understand.
 - I. Do It Correctly, Slowly, Patiently, Methodically, Logically Take It Time and Do Not Rush Process.